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ABSTRACT

This program guide identifies primary considerations in the organization, operation, and evaluation of a life management skills program. Program content is presented first. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for life management skills, professional organizations, and organizations providing support services. The final section lists the following instructional resources: sources of print and audiovisual materials and software; state-adopted instructional materials, 1988-94; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED359344

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

LIFE MANAGEMENT SKILLS

CE 063 941

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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

LIFE MANAGEMENT SKILLS

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

June 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Life Management Skills* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Home Economics Education in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local need.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program-component description

This *Florida Vocational Skills Program Guide for Life Management Skills* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide helps ensure equivalency. Life Management Skills programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Life Management Skills program is based on the development of essential life-management skills to enhance the quality of personal and family life. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Life Management Skills program includes learning experiences, both classroom and practical, that provide students with an initial exposure to the skills and attitudes associated with successful adult life.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Course Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for the Life Management Skills course as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check with your district's home economics supervisor and the regional program specialist for a current version.

CURRICULUM FRAMEWORK PROGRAM AREA: Home Economics

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Life Management Skills

CODE NUMBER: Secondary 8500620 Postsecondary _____

Florida CIP 0920.010600

SECONDARY SCHOOL CREDITS .5 COLLEGE CREDITS X POSTSECONDARY ADULT VOCATIONAL CREDITS __

APPLICABLE LEVEL(S): __7-9 X 9-12 __Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 30-31

CERTIFICATION COVERAGE:

VOC HME EC @4
HOME EC 1 2
GEN HME EC @4
PRAC NURSE 7

I. **Major Concepts/Content.** The purpose of this course is to assist students with the development of essential life-management skills to enhance the quality of personal and family life.

The content includes, but is not limited to, positive emotional, social, physical, and intellectual development of self and others; nutrition; consumer education and resource management; substance abuse; hazards of smoking; breast and testicular self-examination; AIDS and other sexually transmitted diseases; cardiopulmonary resuscitation; roles and responsibilities of families and family members; decision-making and coping skills; and public and private agencies and services affecting individuals and families.

II. **Laboratory Activities.** Instruction and learning activities are provided in a laboratory setting using hands-on experiences and instructional materials appropriate to the course content in accordance with current practices. Activities provide instruction in the use of personal computers and with CPR manikins.

III. **Special Notes.** The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials, and learning experiences.

The particular outcomes and student performance standards that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate the positive emotional, social, physical, and intellectual development of self and others.
02. Determine the role of the family in personal development.
03. Apply principles of nutrition to food decisions.
04. Demonstrate responsible consumer decisions and management techniques.
05. Make responsible decisions regarding substance use and abuse (alcohol, drugs, and tobacco).
06. Describe the procedures used in self-examination for breast or testicular cancer.
07. Perform cardiopulmonary resuscitation.
08. Demonstrate knowledge of Human Immunodeficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases, and of their effects on individuals, families, and society.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Home Economics SECONDARY NUMBER: 8500620

PROGRAM TITLE: Life Management Skills POSTSECONDARY NUMBER: _____

01.0 DEMONSTRATE THE POSITIVE EMOTIONAL, SOCIAL, PHYSICAL, AND INTELLECTUAL DEVELOPMENT OF SELF AND OTHERS--The student will be able to:

01.01 Describe the development of self-esteem.
01.02 Identify techniques that will strengthen and reinforce self-esteem.
01.03 Identify characteristics of a responsible individual.
01.04 Implement the decision-making process as a way of achieving goals.
01.05 Develop a plan for setting goals and priorities.
01.06 Practice effective communications with family and peers.
01.07 Identify ways for coping with personal stress and crises.
01.08 Identify the symptoms of potential suicides and the impact of a suicide on the family unit and peer group.
01.09 Identify actions an individual can take regarding intervention and sources of help in potential suicide.
01.10 Identify sources of help for the potential suicide.

02.0 DETERMINE THE ROLE OF THE FAMILY IN PERSONAL DEVELOPMENT--The student will be able to:

02.01 Define a family and explain the function of the family in society.
02.02 Explain the stages in the family cycle.
02.03 Describe the role and responsibilities of an individual as a family member.
02.04 Identify changes in society and social problems that may affect personal and family goals.
02.05 Identify public and private agencies that address individual and family concerns.

03.0 APPLY PRINCIPLES OF NUTRITION TO FOOD DECISIONS--The student will be able to:

03.01 Describe sources and functions of the essential nutrients.
03.02 Identify nutritional needs that promote and maintain good health.
03.03 Identify positive and negative weight-control methods and the effects of each on the body.
03.04 Identify signs and symptoms of eating disorders and their effects on self, peers, and family.
03.05 Evaluate food labeling.
03.06 Plan nutritious meals and snacks.

04.0 DEMONSTRATE RESPONSIBLE CONSUMER DECISIONS AND MANAGEMENT TECHNIQUES--The student will be able to:

04.01 Interpret consumer rights and responsibilities.
04.02 Evaluate the influence of marketing and advertising techniques on individual and family consumer decisions.
04.03 Explain the need for a management plan for personal finances.
04.04 Identify ways to establish, use, and maintain credit.
04.05 Explain the steps in establishing and maintaining checking and savings accounts.
04.06 Identify paycheck deductions such as FICA, insurance, etc.

05.0 MAKE RESPONSIBLE DECISIONS REGARDING SUBSTANCE USE AND ABUSE (ALCOHOL, DRUGS, AND TOBACCO)--The student will be able to:

05.01 Analyze reasons for substance use and abuse and identify positive alternatives.
05.02 Evaluate the effects that substance use and abuse can have on personal life, family life, and society.
05.03 Evaluate the legal ramifications of substance use and abuse.
05.04 Identify community agencies where help is available for substance abusers.

06.0 DESCRIBE THE PROCEDURES USED IN SELF-EXAMINATION FOR BREAST OR TESTICULAR CANCER--The student will be able to:

06.01 Identify the symptoms of cancer.
06.02 Explain self-examination procedures for breast or testicular cancer.

07.0 PERFORM CARDIOPULMONARY RESUSCITATION--The student will be able to:

07.01 Demonstrate one-rescuer cardiopulmonary resuscitation (CPR).
07.02 Demonstrate emergency relief on a person with an obstructed airway.

08.0 DEMONSTRATE KNOWLEDGE OF HUMAN IMMUNODEFICIENCY VIRUS (HIV), ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS), AND OTHER SEXUALLY TRANSMITTED DISEASES, AND OF THEIR EFFECTS ON INDIVIDUALS, FAMILIES, AND SOCIETY-- The student will be able to:

08.01 Define the terms *Human Immunodeficiency Virus* (HIV), *Acquired Immune Deficiency Syndrome* (AIDS), and *sexually transmitted diseases* (STDs).
08.02 Describe the known ways in which HIV, AIDS, and other STDs may be contracted.
08.03 Identify the ways in which HIV, AIDS, and other STDs can be prevented.
08.04 Identify the symptoms of HIV, AIDS, and other STDs.
08.05 Explain how HIV, AIDS, and other STDs affect the individual, the family, and society.
08.06 Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS, and other STDs.
08.07 Identify community agencies where accurate information about HIV, AIDS, and other STDs is available.

FACILITIES

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Life Management Skills programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

DEDICATED SPACE
(in square feet)

	Per Student			Total (Based on 15 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	25	27	29	750	810	870
Material Storage				70	75	80
Required Program Space				820	885	950

Classroom/laboratory areas should be designed to accommodate 30 workstations and equipment.

For further information on spaces, refer to **S.B.E. 6A-2**.

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive.

"Annie" or "Chris Clean" manikins
body weight scales
breast/testicle models
checkbooks (local banks will donate these)
computers
filmstrip projector
fully equipped kitchen demonstration unit
movie projector
overhead projector
overhead screen
relaxation tape

tape recorder
telephone books
television/VCR

Safety

The Florida State Board of Education has established rules for the operation of public schools. Chapter 6A-2 in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilties, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Life Management Skills programs, it is recommended that strict adherence to the general standards as outlined in these rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire-evacuation plans, etc.).

PROGRAM IMPLEMENTATION

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Life Management Skills program is Future Homemakers of America/Home Economics Related Occupations for secondary students. This organization is cocurricular and is considered an integral part of the instructional program.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Listed below are the certification coverages for Life Management Skills included in the current *Course Code Directory*:
VOC HME EC @4
HOME EC 1 2
GEN HME EC @4
PRAC NURSE 7

Professional Organizations

American Home Economics Association
American Vocational Association
Florida Association for Children Under Six
Florida Council on Family Relations
Florida Home Economics Association
Florida Vocational Association
Florida Vocational Home Economics Association
Home Economics Education Association
National Council on Family Relations

NOTE: There are many other organizations for those with special interests within home economics, such as clothing and textiles, food and nutrition, child care, consumer economics, and family management. Check with your district supervisor for details.

Organizations Providing Support Services

American Cancer Society
American Heart Association
American Lung Association
American Red Cross
Children's Home Society
Consumers Union
March of Dimes
Mothers Against Drunk Driving (MADD)
Planned Parenthood
State and local agencies:
- Florida Department of Health and Rehabilitative Services (HRS)
- Florida Highway Patrol
- local hospital
- local medical association
- local mental health association
- local ministerial association
- local nursing association
- local police department
- local sheriff's department

Students Against Drunk Driving (SADD)

INSTRUCTIONAL RESOURCES

Listed on the following pages are sample material sources that are available for Life Management Skills. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you become familiar with materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
Academic Software 1415 Queen Anne Road Teaneck, NJ 07666 (201) 837-8174	--	--	X
American Guidance Service Publishers' Building Circle Pines, MN 55014-1796 (800) 328-2560	X	X	--
American Home Economics Association 1555 King Street Alexandria, VA 22314 (800) 424-8080	X	--	--
American Vocational Association 2020 N. 14th Street Arlington, VA 22201	X	--	--
Baker and Taylor Mt. Olive Road Commerce, GA 30599-9988 (404) 335-5000	X	--	--
Bennett & McKnight 809 W. Detweiller Dr. Peoria, IL 61615 (309) 691-4454	X	--	--
Bergwall Productions P.O. Box 238 Garden City, NY 11530-0238 (800) 645-3565	--	X	--
Bobbs-Merrill Company Division of MacMillan 866 Third Avenue New York, NY 10022 (800) 257-5755	--	X	--

	Print	Audiovisual	Software
Bulletin Office Cooperative Extension 3001 McCarthy Hall The University of Florida Gainesville, FL 32611	X	--	--
D.C. Jaeger Corporation 135 N. Knowles Avenue Winter Park, FL 32789 (800) 432-2022	--	--	X
Educational Resources Films University of South Florida Tampa, FL 33620 (813) 974-2874	--	X	--
EMC Publishing 300 York Avenue St. Paul, MN 55101 (800) 328-1452	X	X	X
Florida Department of Education Division of Vocational, Adult, and Community Education Dissemination Unit 325 Gaines Street Tallahassee, FL 32399 (904) 487-0039	--	X	--
Florida Diagnostic and Learning Resources System 1940 N. Monroe, Suite 50 Tallahassee, FL 32303 (904) 487-2630	X	--	--
Food Production Management Prepublication Order Dept. 2619 Maryland Avenue Baltimore, MD 21218-4516	X	--	--
Franklin Clay Films P.O. Box LW-2303 Costa Mesa, CA 92628-2303 (714) 957-0414	--	X	--
Glencoe Publishing Company 809 Detweiller Drive Peoria, IL 61615 (800) 447-0682	X	X	X

	Print	Audiovisual	Software
Goodheart-Willcox Co., Inc. 123 West Taft Drive South Holland, IL 60473-2089 (800) 323-0440	X	--	--
Guidance Associates Communications Park, Box 3000 Mount Kisco, NY 10549-9989 (800) 431-1242	--	X	--
Hendershot Programmed Learning 4114 Ridgewood Bay City, MI 48706 (517) 684-3148	X	X	--
Home Economics Curriculum Center Texas Tech University Box 4067 Lubbock, TX 79409-4067 (806) 742-3028	X	--	--
Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570	--	--	X
Ingham Intermediate School District Capital Area Career Center 611 Hagadorn Road Mason, MI 48854 (517) 676-1051	X	--	--
Learning Art P.O. Box 179 Wichita, KS 67201 (316) 682-6594	--	--	X
Learning Corporation of America Distributed by Coronet/MTI Film and Video 108 Wilmot Road Deerfield, IL 60015-0226 (800) 621-2131	--	X	--
Learning Seed 330 Telser Road Lake Zurick, IL 60047	--	X	X
Library Filmstrip Center 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	--

	Print	Audiovisual	Software
McGraw Hill Book Company 13955 Manchester Road Manchester, MO 63011 (314) 256-2316	X	--	X
Meridian Education Corporation Dept. H88, 205 E. Locust Street Bloomington, IL 61701 (309) 827-5455	--	X	X
Merrill Publishing Company 1300 Alum Creek Drive Columbus, OH 43216 (800) 848-6205	X	--	--
Milliken Publishing 100 Research Boulevard St. Louis, MO 63132-0579 (800) 331-0008	--	X	--
Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110 (612) 770-3943	--	X	--
Modern Talking Picture Service 5000 Park Street St. Petersburg, FL 33709 (813) 541-7571	--	--	X
Morris Video 2730 Monterey Street, Suite 105 Torrance, CA 90503 (213) 533-4800	--	X	--
National Occupational Competency Testing Institute (NOCTI) 318 Johnson Hall Ferris State College Big Rapids, MI 49307 (616) 796-4695	--	X	--
Nationwide Computer Products P.O. Box 61 Morrisville, PA 19067 (800) 338-7283	--	--	X

	Print	Audiovisual	Software
NGG Associates/Ideal Systems P.O. Box 27517 Milwaukee, WI 53227 (414) 321-3103	--	--	X
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Stillwater, OK 74074-4364 (800) 654-4502	X	X	X
Pleasantville Media Suite HW P.O. Box 415 Pleasantville, NY 10570	--	X	--
Prentice-Hall Press Division of Simon and Schuster 1118 Campbell Street Orlando, FL 32806	X	--	--
Proctor & Gamble P.O. Box 599 Cincinnati, OH 45201	X	--	--
Queue, Inc. 338 Commerce Drive Fairfield, CT 06430 (800) 232-2224	--	--	X
Regional Film Library Instructional Support Center Florida State University Tallahassee, FL 32306-1019 (904) 644-2820	--	X	--
Scholastic Inc. 730 Broadway New York, NY 10003 (212) 353-1094	X	X	--
State University Press Iowa State University 2121 South State Avenue Ames, IA 50010 (515) 292-0140	X	--	--

	Print	Audiovisual	Software
Sunburst Communications Department AW 39 Washington Avenue Pleasantville, NY 10570 (800) 431-1934	--	X	--
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (800) 543-1985	X	--	X
Teaching Aids P.O. Box 1798 Costa Mesa, CA 92628-0798 (714) 548-9321	--	X	X

State-Adopted Instructional Materials, 1988-94

Author	Title	Publisher	Date
LeBlanc et al.	*Life Management Skills*	Frederick Fell	1987
Rieken, Jeri Lyn and House, Gail	*Succeeding on Your Own*	Harcourt Brace Jovanovich	1986
Robbins, Lynn and Strahinich, Helen	*Life Management*	Prentice-Hall	1988

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Date
American Heart Association	*Heartsaver Manual: A Student Handbook for Cardiopulmonary Resuscitation and First Aid for Choking*	American Heart Association	1987
American Red Cross	*American Red Cross Community CPR*	American Red Cross	1988

Author	Title	Publisher	Date
Chamberlain, Valerie	*Teen Guide*, 7th ed.	McGraw-Hill	1989
Channing L. Bete Company, Inc.	Pamphlets on: Stress, Grief, Abuse, Drugs, Self esteem, Suicide, Teen pregnancy, STDs, AIDS	Channing L. Bete Company, Inc.	1990
Conant, Roger	*Drugs: Facts for Decisions*	New Readers Press	1983
Florida Department of Education	*AIDS, Education and Prevention*	State of Florida	1987
Florida Department of Education	*Life Management Skills*	Division of Vocational Education	1984
Florida Department of Health and Rehabilitative Services	*STD--Educator's Guide to AIDS and other STDs--Florida Edition*	State of Florida	1987
Lichtman, Gail	*Alcohol: Facts for Decisions*	New Readers Press	1983
McGinley, Helen	*People: Caring, Deciding, Growing*	Ginn	1983
Meeks-Mitchell, Linda and Heit, Philip	*Health: A Wellness Approach*	Merrill	1987
National Dairy Council	*You* magazine (free)	National Dairy Council	yearly
Oppenheim, Irene	*Living Today* (chapters 2, 3, 10)	Bennett Publishing	1981
Scholastic	*Choices* magazine	Scholastic	monthly

AUDIOVISUAL

Title	Source	Format	Date
Butterick Consumer Series	Butterick Publication Division	filmstrip	1977
Cocaine: The Emerging Facts	Sunburst Communications	sound filmstrips	1986
Crack!	Sunburst Communications	videocassette or sound filmstrip	1987
The Feminine Mistake	American Lung Association	film	1977
How Can I Tell If I'm Hooked?	Sunburst Communications	sound filmstrips	1986
How to Make Good Decisions	Pleasantville Media	sound filmstrips	1983
The "Innocent" Addictions	Sunburst Communications	sound filmstrips	1982
Journey to Birth	March of Dimes	videotape	1985
Life Goals: Setting Personal Priorities	Sunburst Communications	sound filmstrips	1976
Marijuana and Your Mind	Sunburst Communications	sound filmstrips	1982
One Too Many	Learning Corporation	videotape	1985
Person to Person: Learning to Communicate	Sunburst Communications	sound filmstrips	1984
The Physiology of Smoking and Drinking	Sunburst Communications	sound filmstrips	1973
Picking Up the Pieces	PBS Video	videotape	1980
SADD: Contract for Life	Chuck Ness Communications	videotape	1985
Suicide: Causes and Prevention	Human Relations Media	sound filmstrips	1976

Title	Source	Format	Date
Turning Off: Drugs and Peer Pressure	Pleasantville Media	sound filmstrips	1982
Understanding Stress and Conflict	Sunburst Communications	sound filmstrips	1982
What Teens Should Know about Alcohol	Pleasantville Media	sound filmstrip	1982
You Drink, You Drive, You Die	Students Against Drunk Driving	videotape	1985

SOFTWARE

Title	Source	Format	Date
Alcohol, An Educational Simulation: The Party	Marsh Media	Apple	1985
What Did You Eat Yesterday?	Teaching Aids, Inc.	Apple/IBM	1984

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Life Management Skills programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (1-800-428-1194). FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Student Learning Guide
for
Life Management Skills

Sample Student Learning Guide

PROGRAM: Life Management Skills

INTENDED OUTCOME: 02.0 Determine the role of the family in personal development.

STUDENT PERFORMANCE STANDARD: 02.02 The student will be able to explain the stages in the family life cycle.

INTRODUCTION:

There are several stages that most families go through. It's important for family members to know what to expect during each stage. Knowing about the possible problems and stress factors in advance can help you prepare for each stage when you start your own family.

ACKNOWLEDGMENTS

The content used in this student learning guide is from Unit 2.1 of the Duval County Public School's Home Economics curriculum guide for Life Management Skills. The guide was developed by Donna Sikes of Edward H. White High School under the direction of Joyce Miles, home economics supervisor.

The format used in this student learning guide is one of the products that was developed through a grant from the Division of Vocational Education, Florida Department of Education which designated Ridge Vocational-Technical Center, Winter Haven, Florida as a state demonstration site for competency-based vocational education.

PERFORMANCE OBJECTIVE:

After reading and studying written material and completing study guides, the student will be able to identify the stages in the family life cycle by scoring 75% on a written test.

ENABLING OBJECTIVE:

1. Read the written materials related to the objective and complete the accompanying study guides.

PROCEDURE

LEARNING ACTIVITIES	RESOURCES
1. Read pp. 48-54 in *Life Management*.	Robbins, Lynn and Strahinich, Helen. *Life Management*. Prentice Hall, 1988.
2. Study the circle graph "The Family Life Cycle" on p. 65 in *Life Management*.	Robbins, Lynn and Strahinich, Helen. *Life Management*. Prentice Hall, 1988.
3. Answer the questions about the circle graph.	Circle graph questions and answer key
4. Read "Stages of the Family Life Cycle" on p. 84 of *Life Management Skills*.	LeBlanc, Sheila; Adkins, Roma; and Borden, Chris. *Life Management Skills*. Frederick Fell Publishers, 1987.
5. Complete worksheet #3, "Life Cycle," on p. 89 of *Life Management Skills*.	Worksheet #3 and answer key
6. Take the written test on the family life cycle.	Written test on the family life cycle

Circle Graph Questions

1. In which stage do families spend the most time?

2. In which stage do families spend the least time?

3. For how many years do families generally have children in school (kindergarten through grade 12)?

4. For approximately how many years do families have the responsibility of rearing children?

5. For approximately how many years are families child-free?

Answer Key for Circle Graph Questions

1. Stage 8: Aging family
2. Stage 1: Beginning family
3. Fourteen years
4. Twenty-six years
5. 33+ years

Unit 2.1 FAMILY LIFE CYCLE Test

DIRECTIONS: Match the description on the left with the stage in the family life cycle on the right. Some stages will be used more than once.

___ 1. Establishing relationships with in-laws is of prime importance.

___ 2. The couple must learn to accept and adjust to the role of mother and father.

___ 3. This stage of the family life cycle is usually the shortest period of time.

___ 4. The stage of the family life cycle during which the children leave home.

___ 5. The stage of the family life cycle in which the family must adjust to a "fixed" or possibly lowered income level.

___ 6. The family in this stage may have a station wagon that frequently goes to Little League, dancing lessons, etc.

___ 7. The individual must adjust to living alone.

___ 8. Adults in this stage are in their late fifties and early sixties.

___ 9. Children require the most adult attention during this stage.

___10. In this stage, space requirements are similar to those for the beginning family.

A. Beginning family

B. Preschool children

C. School-age children

D. Launching

E. Empty nest

F. Preretirement

G. Retirement

H. Death of Spouse

KNOWLEDGE TEST ANSWER KEY

1. A Beginning family
2. B Preschool children
3. A Beginning family
4. D Launching
5. G Retirement
6. C School-age children
7. H Death of a spouse
8. F Preretirement
9. B Preschool children
10. E Empty nest

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

LIFE MANAGEMENT SKILLS

(0920.010600)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

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OVERVIEW

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the local education agency (LEA) and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

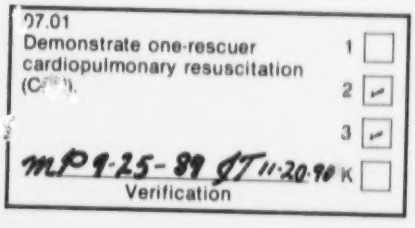
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

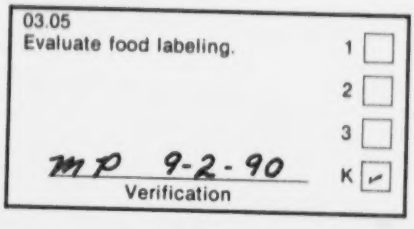
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE THE POSITIVE EMOTIONAL, SOCIAL, PHYSICAL, AND INTELLECTUAL DEVELOPMENT OF SELF AND OTHERS.

01.01 Describe the development of self-esteem. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.02 Identify techniques that will strengthen and reinforce self-esteem. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.03 Identify characteristics of a responsible individual. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
01.04 Implement the decision-making process as a way of achieving goals. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.05 Develop a plan for setting goals and priorities. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.06 Practice effective communications with family and peers. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
01.07 Identify ways for coping with personal stress and crises. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.08 Identify the symptoms of potential suicides and the impact of a suicide on the family unit and peer group. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	01.09 Identify actions an individual can take regarding intervention and sources of help in potential suicide. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
01.10 Identify sources of help for the potential suicide. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

02.0 DETERMINE THE ROLE OF THE FAMILY IN PERSONAL DEVELOPMENT.

02.01 Define a family and explain the function of the family in society. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.02 Explain the stages in the family cycle. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification	02.03 Describe the role and responsibilities of an individual as a family member. 1 ☐ 2 ☐ 3 ☐ K ☐ _____ Verification

02.04
Identify changes in society and social problems that may affect personal and family goals.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.05
Identify public and private agencies that address individual and family concerns.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.0 APPLY PRINCIPLES OF NUTRITION TO FOOD DECISIONS.

03.01
Describe sources and functions of the essential nutrients.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.02
Identify nutritional needs that promote and maintain good health.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.03
Identify positive and negative weight-control methods and the effects of each on the body.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.04
Identify signs and symptoms of eating disorders and their effects on self, peers, and family.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.05
Evaluate food labeling.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.06
Plan nutritious meals and snacks.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.0 DEMONSTRATE RESPONSIBLE CONSUMER DECISIONS AND MANAGEMENT TECHNIQUES.

04.01
Interpret consumer rights and responsibilities.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.02
Evaluate the influence of marketing and advertising techniques on individual and family consumer decisions.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.03
Explain the need for a management plan for personal finances.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.04
Identify ways to establish, use, and maintain credit.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.05
Explain the steps in establishing and maintaining checking and savings accounts.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.06
Identify paycheck deductions such as FICA, insurance, etc.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.0 MAKE RESPONSIBLE DECISIONS REGARDING SUBSTANCE USE AND ABUSE (ALCOHOL, DRUGS, AND TOBACCO).

05.01
Analyze reasons for substance use and abuse and identify positive alternatives.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.02
Evaluate the effects that substance use and abuse can have on personal life, family life, and society.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.03
Evaluate the legal ramifications of substance use and abuse.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

05.04
Identify community agencies where help is available for substance abusers.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.0 DESCRIBE THE PROCEDURES USED IN SELF-EXAMINATION FOR BREAST OR TESTICULAR CANCER.

06.01
Identify the symptoms of cancer.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

06.02
Explain self-examination procedures for breast or testicular cancer.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

07.0 PERFORM CARDIOPULMONARY RESUSCITATION.

07.01 Demonstrate one-rescuer cardiopulmonary resuscitation (CPR). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.02 Demonstrate emergency relief on a person with an obstructed airway. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 DEMONSTRATE KNOWLEDGE OF HUMAN IMMUNODEFICIENCY VIRUS (HIV), ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS), AND OTHER SEXUALLY TRANSMITTED DISEASES, AND OF THEIR EFFECTS ON INDIVIDUALS, FAMILIES, AND SOCIETY.

08.01 Define the terms *Human Immunodeficiency Virus* (HIV), *Acquired Immune Deficiency Syndrome* (AIDS), and *sexually transmitted diseases* (STDs). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Describe the known ways in which HIV, AIDS, and other STDs may be contracted. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 Identify the ways in which HIV, AIDS, and other STDs can be prevented. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.04 Identify the symptoms of HIV, AIDS, and other STDs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.05 Explain how HIV, AIDS, and other STDs affect the individual, the family, and society. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.06 Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS, and other STDs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.07 Identify community agencies where accurate information about HIV, AIDS, and other STDs is available. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
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1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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